

## 6.1.0 EMPLOYABILITY PLAN

An Employability Plan (EP) is a written agreement developed jointly by the FEP and the participant. However, the Resource Specialist (RS) may write the initial EP during the W-2 application period if the applicant is assigned up-front job search. (See 5.1.2) For the FEP, the EP is a case management tool which details a logical, sequential series of actions, becoming a blueprint for change, moving the individual off assistance and into self-sufficiency. For the participant, the EP is a single written document which outlines employment goals, personal goals, and all assigned activities thus ensuring the participant's awareness of participation requirements. The EP must be filled out in CARES and a paper copy must be placed in the case file.

The EP must be developed with participants who are assigned to up-front job search, Trial Job, CSJ, W-2 T, Food Stamp Employment and Training (FSET), Learnfare, Children First, and W-2 Noncustodial Parent case management. In addition, the second parent in a two-parent family (see 2.2.5.2) who is assigned to activities must also have an EP. Other W-2 individuals receiving case management services may have an EP developed at the discretion of the W-2 agency

The EP consists of three parts:

### Part 1: **PARTICIPANT EMPLOYMENT AND RELATED GOALS**

The participant's employment and related occupational goal(s). This section of the EP identifies both employment goals which can be achieved during program participation and those which the participant would like to achieve beyond W-2.

**JOB GOALS DURING PROGRAM PARTICIPATION:** The primary goal may be some type of general employment achievable during program participation. The secondary and additional goals can be more specific, related to the individual's unique skills, education and interest. Entry of the Dictionary of Occupational Titles (DOT) code is not required.

**RELATED GOALS NOT REQUIRED FOR PROGRAM PARTICIPATION:** If the participant's ultimate career goal is beyond the scope of the program, it can be recorded on the EP as a long-term goal. The ultimate career goal, if recorded under long-term goals, will be outside the program participation requirement. This goal represents the final objective toward which an individual is working.

Learnfare participants may have different short-term goals in addition to employment. For instance, completing high school or improving school attendance may be the primary goal for students subject to the Learnfare policy. (See Chapter 12 for more information on Learnfare policy).

### Part 2: **PARTICIPANT PERSONAL GOALS**

Chapter 6 EMPLOYABILITY PLAN

---

The participant's personal goals are additional steps that are **not** required for W-2 program participation. These steps outline long range and short-term activities participants can do to achieve employment goals. These steps may be completed outside of program participation. However, at times, it may be appropriate to include these goals as assigned activities in Part 3 of the EP. Examples of personal goals may include:

- Addressing parenting issues;
- Obtaining financial counseling;
- Involvement in support groups;
- Securing a driver's license;
- Moving to a safer neighborhood; and
- Obtaining Education and training to achieve long-term career goals.

**Part 3: PARTICIPANT PROGRAM ACTIVITY PLAN**

The participant's program activity plan portion of the EP includes the specific program activities the individual will undertake to achieve the primary job goal. These activities may include, but are not limited to, work experience activities, doctor's appointments, assessment appointments, child support appointments, court appearances and counseling sessions. If these activities are not completed as detailed in the EP, the individual may be subject to a payment reduction. A payment reduction may only be applied if a participant fails to complete activities listed in this part of a valid EP.

There are two different areas in Part 3 of the EP that require dates. There are the EP begin and review dates, which should not exceed 6 months or the end of the semester for Learnfare students. There are also begin and end dates for each activity. For more detail on the specific activity dates, see the bulleted list below.

This part of the EP will also detail the participant's responsibility to ensure that school age children 6 to 17 years old establish or maintain enrollment, improve or maintain attendance, and participate in case management services if a child is required to do so.

Each activity should include:

- The activity to be completed (This should be more detailed than the component entered on WPCH);
- The number of hours per week the individual is involved in the activity;
- Planned begin and end date (The end dates of activity steps should never exceed the expiration date of the EP. If necessary, carry unfinished action steps to an updated EP);
- Provider of service;
- Address of the site where the activity is located;
- Supportive service required to complete the activity; and

Chapter 6 EMPLOYABILITY PLAN

---

- Any additional remarks to describe detail about the activity, e.g. days of the week the activity takes place, times each day participant is required to attend, etc.

Learnfare EPs, or Learnfare Case Management plans, which are similar to EPs, are developed for children age 6 to 17 whose parent is placed in a W-2 employment position and who are required or volunteer to participate in case management for Learnfare. (Students not enrolled in school, minor parents, dropouts, returning dropouts, and habitual truants are required to participate in case management). (See Chapter 12)

### 6.1.1 Preparation and Review

When developing the EP, the FEP may consider and incorporate input from other agency professionals such as the Workforce Investment Act (WIA) program, the Division of Vocational Rehabilitation (DVR), the Wisconsin Technical College System (WTCS), mental health, child welfare safety services, and alcohol and other drug abuse (AODA) programs. The participant's family members may also provide input. Meetings with both parents, in a two-parent household, may be necessary to assess total family strengths and barriers when planning an appropriate W-2 placement.

It is desirable to have a face-to-face meeting when completing a new EP for a participant, especially when new activities are being assigned. However, an EP can be mailed to the participant for signature and returned to the W-2 agency. Document in the case record (CARES screen CMCC) how the EP was distributed and the date it was distributed. If an EP review date expires without a new EP in place because the participant either fails to keep an EP development appointment or fails to return a mailed EP, without good cause, W-2 eligibility may end.

The EP must:

1. Be completed when an individual is assigned any W-2 activities.
2. Be updated every time a participant is assigned any new activity, completes an activity, at a W-2 eligibility review or the end of the semester for Learnfare individuals.
3. Include employment goals and personal goals that take into account each participant's unique strengths, interests and needs when developing an EP. This allows the FEP to recognize the participant's aspirations and measure his/her progress. Generally accepted assessment tools and local labor market information, available through the Job Center system should be used to help the participant define achievable program goals.

EPs must not contain standardized language for all participants, but should reflect the individualized case management structured for the participant. (See Parts 1:

**PARTICIPANT EMPLOYMENT AND RELATED GOALS** and Part 2: **PARTICIPANT PERSONAL GOALS**).

Chapter 6 EMPLOYABILITY PLAN

---

4. Identify assigned activities that will lead to the earliest feasible transition to unsubsidized employment (See Part 3: **PARTICIPANT PROGRAM ACTIVITY PLAN**).
5. Be completed or updated when the FEP determines that a W-2 participant's minor dependent child(ren) becomes mandatory for or accepts an offer of case management under W-2 Learnfare.

A Learnfare Case Management Plan is also completed. The student's plan has a primary participation goal of school enrollment and/or attendance which meets the definition of 'student in good standing,' as defined in the Learnfare Case Management Manual. The student must be able to achieve this primary goal during program participation. Related goals may be career preparation, Tech-Prep, College Prep, or School-To-Work activities. The ultimate goal for minor dependent school age children should be a graduation credential (i.e., diploma, HSED or GED). (See Chapter 12)

6. Be structured to enable the W-2 participant to take responsibility for personal decisions. (This can be done by the FEP presenting options based on the individual's strengths and interests, which are within program mandates, so that the individual can make informed decisions for his or her family.)
7. Be written for the planned duration of the W-2 employment placement. In no case will the duration of the EP be more than six months. If the W-2 placement is expected to go beyond the EP end date, the EP must be amended to reflect the new anticipated end date.
8. Include a review date. This date should never be extended beyond the planned duration of the W-2 employment placement, the 24-month duration for a specific W-2 employment position, or the lifetime limit of 60 months for the participant.
9. Include signatures of both the FEP and the participant. . Each time the EP is changed, it **must** be printed, signed by the FEP (or RS if in the application stage) and the participant must be given the opportunity to sign the EP. If the participant refuses to sign the EP, the agreement is still considered binding because the individual committed themselves to W-2 participation when signing the W-2 Participation Agreement. A copy of the EP is provided to the participant and a copy must be maintained in the W-2 agency paper case record.

### 6.1.2 Joint Employability Plan

W-2 agencies are required to work with local Job Center partner agencies to jointly serve persons under the Job Center network delivery model. Participants should be encouraged to seek out opportunities for dual enrollment in other programs and take advantage of all resources available through the Job Center system. Individuals participating in other activities through the Job Center network (including Job Service/Labor Exchange Services, WIA and DVR) may be eligible to participate in W-2 employment positions as approved by the FEP. However, any activities counting toward W-2 participation requirements must conform with W-2 policy. W-2 focuses on short-term intensive training that will lead to entry level unsubsidized employment.

Working cooperatively with local partner agencies on EP development is one of the Job Center standards. Therefore, the FEP will consult with other Job Center agencies as appropriate when developing the W-2 EP. However, W-2 agency staff must ensure that a W-2 CARES printed EP will be attached to any jointly developed EP since this is the primary EP document for W-2 participants.

### 6.1.3 Transitioning Cases

Existing DVR work-based or short-term training plans designed to result in entry level employment must be considered in the development of the W-2 Employability Plan.

### 6.2.0 WORK PROGRAM ACTIVITY CODES

In conjunction with developing and documenting detailed activities for a W-2 participant on his or her employability plan, the FEP must also enter correlating CARES activity codes on screen WPCH. The way in which activities are listed on the EP should not, under most circumstances, replicate the activity codes, however. The activities listed on the EP should be more detailed and descriptive than the codes entered on WPCH.

See the CARES Guide for a complete listing of the W-2 activity codes.

**Example 1:** While developing an EP for Nancy, the FEP and Nancy talk about the many employment opportunities that exist for women in nontraditional careers such as welding and construction. The FEP informs Nancy that there is an opening in a program that would allow Nancy to get work training at an actual construction site while attending a small amount of classroom training. Nancy, who based on an assessment, enjoys working outdoors and has some aptitude for mechanical work, agrees that this program would be a good match for her. On Nancy's EP, in the section marked Activity 1, the FEP enters the following: "*Participate in New Opportunities for Women (NOW) Program - Construction.*" The FEP goes on to fill in the relevant information for each activity (address, hours, begin and end dates, etc.). The FEP includes in the "Remarks" section for Activity #1 that it is a 10 week training program that includes work experience and classroom training.

On CARES screen WPCH, the FEP enters "WE" for Work Experience because most of the work will be done on the job site with minimal classroom training.

**Example 2:** Dawn is a CSJ participant assigned to 20 hours at a worksite that combines 15 hours of housekeeping/hospitality skills and 5 hours of computer skills training each week. In addition, Dawn is required to search for employment 5 hours per week. In Activity #1 on Dawn's EP, the FEP enters, "*Attend Housekeeping/Hospitality Skills*," and assigns 20 hours per week. In the "Remarks" section for Activity #1, the FEP enters that 5 hours of the activity will be on-site computer skills training. In Activity #2 on Dawn's EP, the FEP enters, "*Participate in Job Club*" and assigns this for 2.5 hours per week. In Activity #3, the FEP enters, "*Meet individually with Employment Specialist*" and assigns this for 2.5 hours per week. Finally, in Activity #4, the FEP enters, "*Conduct independent job search*" and assigns this for 5 hours per week. In addition to filling in all relevant information for each activity (address, hours, begin and end dates, etc.), in the "Remarks" section for Activity #4, the FEP enters that the participant must keep a log of all job contacts and bring the log with her to each FEP appointment.

On CARES screen WPCH, the FEP enters 20 hours of "*WE*" for Work Experience because the work and computer training will be done at the job site and 10 hours of "*ES*" for Employment Search.

**Example 3:** Nancy is a W-2 T participant recently diagnosed with severe depression and agoraphobia. Based on her Medical Capacity form, Nancy is unable to complete any activities outside of the home until she has completed six months of intensive mental health counseling. In Activity #1 on Nancy's EP, the FEP enters, "*Attend Mental Health Counseling*" and assigns 10 hours per week. In Activity #2 on Nancy's EP, the FEP enters, "*Complete motivational reading*" for 5 hours per week. In the remarks field, the FEP outlines the exact title of the book and how progress will be measured. In Activity #3, the FEP enters, "*Maintain log of self care activities every day*" for an additional 5 hours per week and in the remarks field instructs the participant that the logs will have to be turned in every two weeks. The agency will provide self-addressed, stamped envelopes to assist the participant. Finally, in Activity #4, the FEP enters, "*Take care of self*" for 8 hours per week. In addition to filling in all relevant information for each activity (address, hours, begin and end dates, etc.).

On CARES screen WPCH, the FEP enters 10 hours of "*CM*" for mental health counseling and 5 hours of "*MO*" for Nancy's motivational activity. The FEP also enters 13 hours of "*PC*" for Personal Care/Self Care.